

3. Hands and nails
  4. Teeth
  5. Hair
  - D. They learned the seven rules for correct posture.
    1. Cause and correction of posture defects.
    2. Effects of poor posture upon health and general appearance.
    3. Causes and effects of weak ankles and arches.
  - E. They learned that well cared for clothing has a definite relation to good health and appearance.
- IV. *Attitudes and Appreciations Fostered.*
- A. An appreciation of the requisites of a well groomed person.
  - B. A realization of the importance of the health rules.
  - C. An appreciation for correct posture.
  - D. A realization of the fact that well kept clothing goes toward making a well groomed person.

#### V. BIBLIOGRAPHY

1. For teachers  
Picken—*The Secrets of Distinctive Dress*  
Course of Study, State of Texas  
Course of Study, City of Denver, Col.  
Bulletins issued by Metropolitan Life Insurance Co.
2. For pupils  
Kenyon and Hopkins—*Junior Foods and Clothing*  
Matthews—*Elementary Home Economics*  
Starrett—*The Charm of Fine Manners*  
Trilling and Williams—*A Girl's Problems in Home Economics*
3. For teachers and pupils  
Advertising material furnished by  
Pond's Extract Co.  
Packer's Tar Soap Co.  
Zonite Chemical Co.  
Resinol Soap Co.

E. GENEVIEVE WARWICK  
MARY BROWN ALLGOOD  
EDITH GLICK

The Bureau of Home Economics at Washington has prepared two new bulletins "Methods and Equipment for Home Laundering," Farmers Bulletin No. 1497, "Ice Cream Frozen without Stirring," Leaflet No. 49, which are distributed through the U. S. Department of Agriculture.

## HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

IN A previous issue of THE VIRGINIA TEACHER<sup>1</sup> an effort was made to show the use of an activity survey as the basis for organizing the Curriculum in Home Economics for a particular group. It is the purpose of this article to report upon what was done with the data secured from a questionnaire concerning the home-making activities of the girls of the seventh and eighth grades of Harrisonburg Junior High School with the hope that it may prove helpful to others who are faced with the problem of reorganizing home economics curricula. Although many other factors besides the activities in which a group is engaged must be considered in planning a curriculum, a study of activities is a great help in setting up the objectives for work in Home Economics in junior high school.

The returns from the questionnaire showed that the activities most frequently performed by the pupils were: helping with the cleaning, washing dishes, making beds, doing one's own personal laundry, helping with the meals, helping with younger brothers and sisters. More girls buy ready-made underwear and dresses than wear those made at home, either by themselves or by some one else.

It was very evident that if the home economics taught at school was to help the girl do better the worthwhile things she did any way, and to open up to her larger fields of learning, less emphasis must be placed upon the traditional cooking of dishes and the sewing of seams, and the work so organized that short units of study in the several phases of activity centering in the home should be provided.

At the Junior High School of Harrisonburg, two sixty-minute periods per week are allotted to the home economics studies in the seventh and eighth grades. It was decided

<sup>1</sup>"A Pupil Activity Survey as a Basis for the Home Economics Curriculum," THE VIRGINIA TEACHER (March, 1929) X, 77-79.



to organize the material to be taught into short units of approximately twelve lessons each and to complete three units of work each semester. By doing this it is possible to make each year a rather completed whole, and to help the pupil to see home making as a composite job, rather than to over emphasize one phase. The short unit also enables the junior high age pupil to realize her objectives before she has grown tired of the job upon which she is working; to see the end to be attained, and to experience the satisfaction of having finished something. If more time per week were available, the units could be planned to cover more subject matter.

The class time is spent in supervised study, using carefully prepared study guides; in class discussion; and in laboratory practice for the development of the necessary techniques.

A brief description of the units offered by grades follows. The order in which the units are studied depends upon classrooms available, and upon the needs of the particular group:

#### *Seven B.*

**Food:** The study centers around the pupil's own food requirements—the school girl's breakfast being the central idea. The laboratory practice lessons are spent in preparing foods suitable for the school girls breakfast such as fruit, cereals, eggs, toast and cocoa. The class works in "families" and prepares and serves several—at least two—simple breakfasts. Home practice is encouraged.

**Clothing:** The relation of clothing to health, the factors which influence the appearance of the individual such as suitable colors, and designs, the relationship of good grooming to attractive appearance are studied.

The construction work consists in making some simple article such as a dresser scarf, pillow cases or dish towel. Emphasis is

placed upon learning to use the sewing machine well.

**Child Training:** The purpose of such a unit of study in seventh grade is to help the girl to play with and entertain her younger brothers and sisters more intelligently. The pupils are encouraged to observe some child, and bring in illustrations of the principles studied in class. Such topics as how children learn to do things, and the formation of desirable habits; fears, how acquired and the dangers of; how to get their young brother or sister to do what they want them to do; the place of play in the life of a young child; toys for young children; and music and stories for children.

#### *Seven A.*

**Food:** The family supper or luncheon is the unit of study. Factors which influence the family's food requirement; dishes suitable for the "next lightest meal"; use of left-overs; the planning and preparing of several menus by each family group.

**Clothing:** The school girl's own wardrobe; what she should know in order to select ready-made garments; number and type of garments necessary to be suitably dressed for school; materials suitable for school clothes. Each girl makes a simple garment which she needs, her need being based upon her clothing inventory. Gown, slip, kimona, pajamas, or simple kimona sleeve dress are within her ability to do well.

**Care of the House:** The aim here is to give the pupil a scientific attitude toward the operations necessary for the proper care of the house. Since girls of this age are responsible for so much of the cleaning in their homes, and since not only the appearance but the lasting qualities of the materials which go to make up the household plant are dependent upon proper care this unit of work is very important. Properly motivated and developed, much interest is aroused.

The topics studied are care of wood with its various finishes, care of the metals found



in the household; the easy methods of washing windows; the order of cleaning a room; the care of sinks, refrigerators, stoves, plumbing fixtures, etc.

#### *Eight B.*

**Foods:** The work here centers around the company luncheon, stressing simplicity, and hospitality. Care is taken to build upon and to enlarge the information gained in previous food units.

**Clothing:** Clothing care and repair comprises the work for this grade. Properly motivated, with the operations applied to real garments rather than to samples the pupils become very interested in keeping their clothes in good condition.

**Home Nursing:** Positive health is stressed. It is recognized that girls of this age are not expected to be nurses of very ill patients; so emphasis is placed upon the things which a girl their age can do to help make an ill person comfortable. Care of the sick room, getting the bed ready for a sick person, ways of making a patient comfortable, and preparation of trays are some of the topics studied.

#### *Eight A.*

**Foods:** The family dinner is the unit of work for this grade. Stress is placed on planning of dinner menus to meet the needs of the various members of the family. The food preparation lessons stress the selection of and the correct preparation of meats and vegetables. The class works in family groups in planning, preparing and serving of family dinners.

**Household Economics:** The aims of the unit are: to lead the pupils to appreciate the problems involved in financing a family, and to help them feel their responsibility in helping to make the family income purchase as much as possible. The girl's own expenses, and their relationship to the expenses of the whole family form a good method of approach to a study of budgeting and the keeping of accounts both individual and for the family.

**Family Relationships:** The aims of this unit are: to give the pupils a consciousness of their responsibility towards promoting a happy family life; to guide them to appreciate and enjoy the privileges of their own home life; and to help them develop habits of co-operation and helpfulness in their own homes.

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Suggested Text and Reference Books for Junior High School:

- Clark-Quigley. *Etiquette Junior*. Doubleday Doran.  
 Goodspeed-Johnson. *Child Care and Training*. J. B. Lippincott Co.  
 Kinyon-Hopkins. *Junior Home Problems*. Benj. H. Sanborn Co.  
 Kinyon-Hopkins. *Junior Foods and Clothing*. Benj. H. Sanborn Co.  
 Matthews. *The House and Its Care*. Little, Brown and Co.  
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 Trilling and Williams *A Girl's Problems in Home Economics*. J. B. Lippincott Co.  
 Trilling and Williams. *Art in Home and Clothing*. J. B. Lippincott Co.

JULIA ROBERTSON

The third meeting of the National Conference of Supervisors and Teachers of Home Economics was held in Atlantic City on February 24 and 25, in conjunction with the National Educational Association.

Monday was devoted to research. Reports were made on investigations on Research and Service in Nursery Schools, The Function of Research in Curriculum Reorganization, Present Practices and Criteria for Building Home Economics Curricula.

Tuesday afternoon the theme for discussion was "The Role of the School in the Health Education of the Child."

The American Home Economics Association will hold its twenty-first annual meeting at Denver, June 24 to 28. The central theme at this meeting will be "The Modern Family and Its Home."

The Southern Regional Conference for Vocational Education will be held by the Federal Board at Biloxi, Mississippi, March 31 to April 4.